

Parkland College

Psychology Courses

Social Sciences and Human Services Courses

10-1-2018

Psychology 101: Introduction to Psychology Syllabus 8 week Fall 2018

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Recommended Citation

Grison, Sarah, "Psychology 101: Introduction to Psychology Syllabus 8 week Fall 2018" (2018). *Psychology Courses*. 4.
https://spark.parkland.edu/psych_course/4

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Introduction to Psychology (Psy 101)
8-week course beginning 08/20/2018 through 10/12/2018
Section 151W: Online

"The good life is a process, not a state of being. It is a direction, not a destination." ~ Carl Rogers

Teacher: Sarah Grison, Ph.D. **E-mail:** sgrison@parkland.edu **Office:** Room D177 **Mailbox:** Room D180

Student Hours: Please drop by, call, FaceTime or Skype me: Mon 12-2:30 pm; Wed 9-10 am & 12-1:30 pm; or make an appt!

Cell (9 AM-9 PM ONLY): ____ - ____ - ____ (If texting please state name & class) **Skype:** sarahgrison **Twitter:** docgrison

COURSE SYLLABUS AND GENERAL COLLEGE SYLLABUS

Welcome to Introductory Psychology! This syllabus is your guide to success because it tells you what you will be learning, how you will earn grades, and all of the policies for our course, including attendance and make-ups. There is also a General College syllabus that applies to all courses at Parkland College. **You are expected to read and know all of the information in this course syllabus and in the General College syllabus because you will have a quiz on this information in Week 1 of our class.**

If you have a question about the course or about college policies, read these two documents first before you ask me. Otherwise, I will know you haven't read them and I will just tell you to go and read these documents so that you can answer your own question! To see our syllabus on our Cobra course page at: <https://cobra.parkland.edu/d21/le/content/83073/Home> and click on Syllabus at the top left. You can see the General College syllabus at:

<https://cobra.parkland.edu/shared/shared%20content%20files/General%20College%20Syllabus.html>

To give you the best learning experience, I may need to make minor adjustments to the syllabus or schedule. Any changes would affect all students equally and they will be clearly communicated to the class and posted in an updated syllabus on Cobra.

GENERAL EDUCATION GOALS AND COURSE LEARNING GOALS

The mission of Parkland College is to engage the community in learning. Similarly, my goal is to use active learning to help you understand psychology and apply it to real life so you can reach the goals below.

1. To reach the General Education goal of Reasoning and Inquiry you need to show you understand that psychology is a science and apply the scientific method to psychology. Psychologists use the scientific method to explore thoughts, feelings, behavior, and brain processes. For example, a developmental psychologist might use an observational method to explore children's attachment towards parents. Over the term, you will be asked to show whether you: 1) understand topics researched in psychology, both within a culture and across cultures, 2) describe the steps in the scientific method, 3) know the research methods used to investigate psychological issues, and 4) apply the scientific method to psychological research.

2. To reach the General Education goals of Critical Thinking and Information Literacy you need to apply psychology to the real world. Psychologists explore many topics, from how our brains work, how we change over our lives, how we think and feel, our personalities, how we relate to others, and our mental health. All of these issues are very important to your life. For example, health psychologists study what increases stress and how to reduce stress and live a healthier life. Over the term, you must show that you can: 1) explain how psychological processes vary between people and across cultures, 2) use critical thinking skills to recognize whether media is presenting an intuition/opinion/belief, or evidence from scientific research, and 3) apply psychology to your personal, academic, and professional life.

3. To reach the General Education goals of Communication and Global Awareness you will use psychology to improve skills to help you succeed in your life. While the first two learning goals are about the topics in the course, this goal is about using psychology to develop skills. For example, research by cognitive psychologists shows that people remember more information when study a little bit each day over many days versus when they study in one session ('cram'). Over the term, you will show that you can: 1) develop a growth mindset about improving your skills, 2) improve your study skills (organize a calendar, take notes in class, and improve testing skills), 3) improve your ability to read and understand the textbook and write about psychology in your life, and 4) become more aware of psychological diversity across cultures with respect to development, health, intelligence, gender, sexual orientation, personality, and psychological disorders.

If you use follow the policies in this syllabus, the information in the Grading section, and the schedule at the end of the syllabus, then you can earn an A in our course!!!

REQUIRED COURSE MATERIALS

Textbook: Our textbook can be purchased at the campus bookstore and is on reserve in library. Buying a new version of the book also gives you access to the e-book. **Please contact me as soon as possible if you have difficulties getting a textbook!**

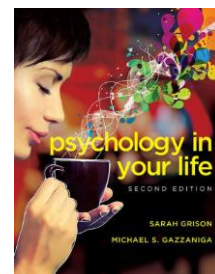
Grison, S, & Gazzaniga, M. S. (2017). *Psychology in Your Life* (2e). WW Norton: NY.

Three-ring binder: The version of the textbook available at the Parkland bookstore is three-hole punched to keep costs low. BUT! You must place this in a three-ring binder in order to keep the pages together. You will need all of the pages because you will read each and every one of them.

InQuizitive: This adaptive online homework tool gives you a way to engage with and learn the material. Our research shows that doing InQuizitive may be associated with higher grades, so I require it for the course. **If you buy a new version of the textbook it will come with an access card inside that gives you free access to InQuizitive.** Just follow the instructions on the card to start using InQuizitive. Use your Parkland email and password to sign up for InQuizitive, That will help you remember the codes! Also, write your login and password down somewhere to remember them. **If you buy a used version of the textbook it will NOT have an access card in it. In that case, you should purchase access to InQuizitive for the term for about \$20 at <https://digital.wwnorton.com/psychlife2>.**

Cobra: **Because this is an online class, all parts of this class will be on Cobra.** Please check Cobra daily to get announcements, PowerPoint slides, assignments, and interactive materials that that will help you learn and get the best grade in this class. Access Cobra at <http://cobra.parkland.edu> and use your my.Parkland logon. Your default password (old password) is your birthday in MMDDYY format, but you can change it once you log in.

Email: **I will use your stu.parkland.edu email to contact you** so check your email daily at <https://my.parkland.edu/>. Please do email me from your stu.parkland.edu account. You can download Outlook email and calendar to your desktop and smartphone for free and use your smartphone to check your email. **Please use sgrison@parkland.edu to email me.**



COLLEGE POLICIES

Class Description: (IAI S6 900) Introduction to scientific study of human and animal behavior. Survey of research and theories, emphasizing social behavior, intelligence, creativity, behavior disorders, therapy, language and personality development, learning, motivation, emotion, sensation, and perception. 4 Credit Hours.

Prerequisite: ENG 101 placement.

Student Policies & Procedures: To see the college's policies and procedures, please go to: <https://www.parkland.edu/Audience/Current-Students/Student-Policies-Procedures>

Students with Disabilities: If you have not yet registered with Accessibility Services, but believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or accessibilityservices@parkland.edu.

If you are a student that is already registered with Accessibility Services and you have questions or concerns, please contact

- Kristen Stephens, Coordinator, Accessibility Services (U263) at 217-353-2337 or kstephens@parkland.edu
- Laura Wright, Coordinator, Accessibility Services (U265) at 217-351-2588 or lwright@parkland.edu

Title IX – Sexual Harassment, Violence, and Misconduct: Parkland College is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the College requires faculty members to report incidents of sexual violence shared by students to the College's Title IX Coordinator, Vice President of Student Services, Michael Trame. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a college-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a minor (any person under 18 years of age) to the Illinois Department of Children and Family Services (DCFS). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is available at <https://www.parkland.edu/Main/About-Parkland/Safe-Campus-Procedures/Title-IX-Harassment-Discrimination>

Title IX – Pregnancy: Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at mtturner@parkland.edu.

Academic Honesty: **In this class, all of your work work is to be done individually – by you – and by you alone.** Academic honesty is performing academic work without cheating, fabrication, plagiarism, or collaboration. It is very important that you read, understand, and adhere to the policies on Academic Honesty on the Policies & Procedures website.

Student-Initiated Drops and Withdrawals: You may drop yourself from this class within the first week. In this case, the course does not appear on the transcript and you receive a full credit of tuition and fees. The deadline for this is the Sunday following the class start date, which is before Sunday, 8/26/2018, at 11:59 pm. To drop, log into my.parkland > Registration menu > Register and Drop Sections > follow the screen prompts.

You may withdraw from the class beginning on the Monday of the second week of class, and up to 5 p.m. on the last business day before the last week of instruction for the class, which is on Friday, 10/5/2018, at 5 pm. The course will appear on the transcript with a grade of W and there is no refund of tuition and fees. To withdraw, log into my.parkland > get the Request to Withdraw From Courses form or get it in person from Admissions and Records in U214. **I will ask to talk with you about withdrawing before I sign the form. This is because many students do not understand that they can succeed in the course until they talk with me!**

Instructor-Initiated Withdrawals: I can withdraw you from our class in two ways. First, at the census date, for our class, on Monday, 8/27/2018, faculty are required to state that you are still in attendance. If you have not attended up to that point, you will be withdrawn with no refund of tuition and fees and a grade of “W” will be recorded on your academic transcript. Second, after this census date, if you stop attending, I have the right to withdraw you at or before midterm, which is on Friday, 9/14/2018. In cases where you may have stopped attending class after midterm, you are responsible for withdrawing yourself from class (see the process above). In cases where you may have stopped attending class since midterm but you have NOT withdrawn yourself then a final grade will be submitted for you, even if that grade is an F.

COURSE EXPECTATIONS

Adult Content: **Please be aware that this course, as is the case with all college courses, contains material that some students might find objectionable.** We cover many aspects of psychology including mental health disorders, prejudice and discrimination, gender identity, sexual development, sexual behavior and sexual orientation, among other topics. All of the text and visual supports used in the class will help you learn about these topics. If you feel you are having an adverse reaction to the content, I encourage you to talk with me, either in my student hours, through email, text or via the phone, or even an anonymous message in my mailbox in D180. When you communicate with me, then I can support your needs.

Student Hours: It's important for me to get to know you, so **part of your grade is based on you meeting with me during the student hours posted at the top of the syllabus.** There is no need to email me about coming to student hours; just show up! However, if these days/times do not work, please contact me to set up another day/time. You can meet with me in my office, talk with me on the phone or via FaceTime, or Skype me.

Attendance: **Attendance is required in this class, both for any face-to-face and online portions.** This is because being in class daily and in the online environment in Cobra on most days of the week will allow you to engage in the many learning activities we have so you can learn the material. Plus, you will earn points towards your grade for attending and participating in these activities. However, life may at times interfere with your ability to attend class or access materials online, so the grading policy (see Grades below) allows for you to occasionally miss a class or some online activities without severe consequences on your grade. However, if you miss class often, are habitually arrive late and leave early, or repeatedly miss online activities then you will miss points, which will result in a lower grade. **If this starts to happen, please contact me immediately so that I can help you work to be more successful.**

Appropriate Conduct: **All students are expected to show civil behavior, in face-to-face classes, in the online environment, and outside of class. Disruptive behavior is not acceptable and will not be tolerated.** It is especially important to monitor one's tone while communicating online. Humor and sarcasm are easily understood when one can see another person's face, but this is not true in online settings. So, please be even more careful than usual to show respect in your written and verbal comments. I will do my best to adhere to these principles by modeling best teaching practices, treating everyone with respect, and being sensitive to our different sexes, genders, ethnicities, and religious and sexual preferences, etc. If anyone feels that the learning environment for our class is not respectful, please contact me as soon as possible and I will remedy the situation.

Absences & Make-up Policies: Because you can drop several graded activities (see Grades below), there are no make-ups allowed. If you go over your allowed “drops” for these graded activities, **then in the event of documented conflicts and/or emergencies, including, but not limited to, authorized athletic or scholastic events, religious observances, pregnancy, and associated medical conditions, you may be allowed to make-up missed work.** If you are absent for more than one day due to an emergency, an accident, illness or being hospitalized, you or your family need to contact Dr. Marietta Turner, Dean of Students, at 217-351-2505, or via email at mtturner@parkland.edu so that notifications can be sent to your teachers.

Test/Exam Conflict Policies: **If you have a conflict with a test or exam, I expect you to contact me in advance to schedule other arrangements and to provide appropriate documentation of the conflict.** In this special case where a student schedules a make-up test or exam due to a medical emergency or documented conflict, they may be given an alternate exam, which may be composed entirely of essay questions.

GRADING

You can show progress towards meeting the learning goals by earning points in the graded activities described below.

GRADED ACTIVITY	POSSIBLE POINTS TO BE EARNED
1. Advising Meetings	70 points max: 2 meetings x 35 points each; these grades CAN'T be dropped
2. InQuizitive Homework	150 points max: 16 InQuizitives x 10 points each, drop the 1 lowest grade
3. "Class" Activities (for PPTs)	120 points max: 16 "Class Activities" x 8 points each, drop the 1 lowest grade
4. Quizzes	150 points max: 16 Quizzes x 10 points each, drop the 1 lowest grade
5. Skill Development Homework	84 points max: 8 Skill Homeworks x 12 points each, drop the 1 lowest grade
6. Discussions (Online)	56 points max: 8 Discussions x 8 points each, drop the 1 lowest grade
7. Experiential Learning Projects	100 points max: 3 projects x 50 points each, drop the 1 lowest grade
8. Tests	210 points max: 3 tests x 70 points each, these grades CAN'T be dropped
9. Final Exam	60 points max: 1 cumulative final x 60 points; this grade CAN'T be dropped
TOTAL	1000 points max
BONUS POINTS	You will have opportunities to earn bonus points throughout the course

Advising Meetings: You can earn points by having Advising Meetings with me either in person, via Skype, or over the phone or FaceTime. Just come to my office during my student hours (see the top of the syllabus). There's no need to schedule it first! The aim is for us to get to know each other and discuss your academic and professional goals so we can work together to achieve them. In this meeting I can help with scheduling your time, explaining concepts, test anxiety, discussing future classes, and more! The sooner we do this meeting, the more helpful it will be! **So, to earn full points, you should meet with me ONCE before midterm and ONCE before the last test.** After these dates, you may receive fewer points for completing the advising meetings. These are required meetings so the grades CANNOT be dropped.

InQuizitive Homework: For each chapter, first you will read the textbook and write answers to the Reading Activities at the start of each section in the textbook. After this, it's time to do InQuizitive. These online activities give you practice with the material so that you can learn it better. It is also so that I can know what you do not understand. **For each chapter you will use the link in the Cobra folder to access the InQuizitive homework. You need to complete the activities until you reach 1500 points for that chapter. BUT you should take a few days to do this.** InQuizitive will save your progress for you over days! InQuizitive will also let you know when you have earned the full points. As long as you earn all of the assigned points, you will get 100% on your InQuizitive homework grade. However, the lowest ONE InQuizitive grade will be dropped at the end of the term. The InQuizitive activities are due by the date on the schedule below. **Once you are done InQuizitive it will unlock the quiz for the chapter.**

"Class" Activities for PPT slides: Because it is so important to learn actively we will also have "class" activities for each chapter of PPT slides on Cobra where you write how the concepts apply to your life, give your opinion on topics, explain the results of in class activities and demonstrations, and answer comprehension questions. You can earn full points by completing all of the class activities, explaining and applying the concepts correctly, and using good writing skills. The lowest ONE class activity grade will be dropped at the end of the term. All class activities are due by the due date on the schedule below.

Quizzes: At the end of each chapter is a quiz on the material that makes sure that you can remember, understand and apply the concepts. The Quizzes are given in Cobra and you will get several attempts to answer the multiple choice questions. Making additional attempts at each quiz will earn you bonus points! **The first quiz is the Syllabus Quiz because it is important to read your teachers' syllabi so you know the rules of the course and what to expect!** The lowest ONE quiz will be dropped at the end of the term. Quizzes are due by the date on the schedule below. **Once you are done the Quiz it will unlock the next folder with chapter (or test) materials.**

Skill Development Homework: Because one of our goals is for you to develop better skills throughout our class, you will have homework to help you develop a growth mindset, create a study schedule, read the textbook, write well, improve critical thinking skills, and develop an openness for people of diverse cultures. The lowest ONE Skill Development grade will be dropped at the end of the term. Skill Development work is due by the date on the schedule below.

Discussion Posts: You will also be participating in the online Discussion to talk with your classmates about concepts and apply them to your lives (personal, professional, and academic). To earn full points, write a high quality initial post for the Discussion Post topic by the due date on the schedule and write all of the required number of replies to other students' Discussion Posts by the due date on the schedule.

Experiential Learning Projects: To help you “see” psychology in your life there will be three Experiential Learning Projects. These will help you apply psychology to your own life and develop a product (a written summary, a brochure, podcast, video, etc.) to describe your experience. The lowest ONE Experiential Learning Project grade will be dropped at the end of the term. Experiential Learning Projects are due by the dates on the schedule below.

Tests: After several chapters there will be a test to show you learned material. **Tests will be held online** and may have multiple choice and short answer questions. Test grades CANNOT be dropped. Test dates are on the schedule below.

Final Exam: At the end of the term there will be a final exam that covers all of the material in the course. **The final exam will be held online** and may be comprised of multiple choice and short answer questions. This grade CANNOT be dropped. The final exam date and time information is listed on the schedule below.

Bonus Points: There is NO extra credit assignment. However, bonus points are available during the course, for example by doing more than one attempt on quizzes, by doing review activities for tests, and by answering the surveys on Cobra. These will always be announced in class and/or on Cobra.

Calculating Grades: Letter grades are assigned based on the total points you have earned across all graded activities, including Bonus Points. Your points are added up, including Bonus Points you earned, and divided by 1000 points. The resulting percentage grade is ALWAYS rounded up, and this gives your letter grade for the course. Below the percentage cutoffs are shown for earning a specific letter grade in the class.

For example, if you have 875 points across all activities and 18 bonus points you have 893 total points. The 893 total points is divided by 1000 points, which is .893. When this is rounded up it yields .90, which means you earned an A!

EX. $875 \text{ points} + 18 \text{ bonus points} = 893 \text{ total points} / 1000 \text{ maximum points} = .893 = .90 = A$

Percent Grade	1.00-.90 %	.89-.80 %	.79-.70 %	.69-.60 %	59 % and below
Letter Grade	A	B	C	D	F

* *NOTE: Under certain unusual circumstances in a particular class, each of the students' total points may instead be divided by the maximum number of points earned by the top student(s) in the class (BEFORE bonus points were added).*

Grading Disputes: If you disagree about the grading of any answer on any activity, please feel free to give the information to me in writing. This lets me fully consider your thoughts and give them proper attention. Any disputes must be submitted to me within two weeks of receiving the grade in order to be considered. All submitted grading disputes will be carefully reviewed before they are returned to you.

RESOURCES TO HELP YOU SUCCEED IN COLLEGE

Center for Academic Success Services: CASS, in room D120, provides learning assistance to students for any graded activities, to help with reading and writing, to study for tests, get tutoring, or just to stay in school. More information is at: <https://www.parkland.edu/Main/About-Parkland/Department-Office-Directory/Learning-Support/Center-for-Academic-Success> . Or you can call CASS at 217-353-2005 or 217-351-2441 or email CenterForAcademicSuccess@parkland.edu .

Office of Accessibility Services: Accessibility Services (AS) facilitates equal access for students with disabilities by coordinating accommodations and support services and cultivating a campus culture that is sensitive and responsive to the needs of students. If you have questions about getting registered with the AS getting registered with the AS office, contact the office at 217-353-2338 or via email at accessibilityservices@parkland.edu .

Parkland College Library: The library, in the middle of X-wing, is a great place to study, borrow tech, do research, and work with friends. Librarians are available to assist and guide you in the library, on their website at <https://library.parkland.edu/home> , or over the phone at 217-373-3839.

Tech Service Desk (Student Technical Assistance & Resources): The Tech Service Desk, in A184, can help with technical problems about your student e-mail, Cobra Learning, wi-fi access, or my.parkland. For more information, please see <https://www.parkland.edu/Main/About-Parkland/Campus-Information-Services/Tech-Service-Desk> . For virtual assistance, please e-mail TechHelp@parkland.edu or call the Tech Hotline at 217-353-3333.

Counseling Services: The Counseling Services Office, in U267, helps Parkland students with academic advising, career planning, and personal counseling (stress, anxiety, depression, etc). For more information, call 217-351-2219, or go to: <https://www.parkland.edu/Main/About-Parkland/Department-Office-Directory/Counseling-Services> .

TENTATIVE SCHEDULE

Sticking to this schedule will help you learn. I will let you know if I need to change the schedule to ensure the best learning experience. **All of the BOLD items are required and unbolded items are STRONGLY recommended! All of the work for the week is due by Saturdays at 11:59 PM CT.**

PART 1: How do our bodies and brains allow us to think, feel, act, change over time, and be healthy? Chapters 1, 2, 3, 4, & 11		
Weekly Topics	Date	Activities Due on a Certain Day
Week 1: Course Introduction and Chapter 1: Introducing the World of Psychology	Mon 8/20	<ul style="list-style-type: none"> • In Cobra, click on the Syllabus, download it, and read it • Register for InQuizitive (Use access card or information is in the Week 1 folder) • Start doing “How to Use InQuizitive” homework (MUST use InQ link in Week 1 folder in Cobra) • Download/view Course Intro PPT and answer questions in the Course Intro “Class” Activities
	Tues 8/21	<ul style="list-style-type: none"> • Finish “How to Use InQuizitive” (800 points) (MUST use InQ link in Week 1 folder!) (Releases Syllabus Quiz) • Finish the Course Intro “Class” Activities that go with the Course Intro PPT • Syllabus Quiz (1st attempt!) (Releases Ch 1 materials) • Look at answers to quiz questions to understand what you got wrong
	Wed 8/22	<ul style="list-style-type: none"> • Finish Syllabus Quiz (2nd and 3rd attempts earn bonus points!) • Do Week 1 Skills Development homework and upload to Dropbox • Read about Experiential Learning Project 1, start thinking of your topic, and IM me your ideas on Cobra for bonus points!
	Thurs 8/23	<ul style="list-style-type: none"> • Read Ch 1.1 & Ch 1.2 and write answers to Reading Activities in the textbook • Start doing Ch 1 InQuizitive (MUST use InQ link in Ch 1 folder) • Download/view Ch 1 PPT and answer questions in the Ch 1 “Class” Activities • Write your Week 1 initial Discussion post
	Fri 8/24	<ul style="list-style-type: none"> • Read Ch 1.3 & Ch 1.4 and write answers to Reading Activities in the textbook • Finish Ch 1 InQuizitive (1500 points) (MUST use InQ link in Ch 1 folder) (Releases Ch 1 Quiz) • Finish the Ch 1 “Class” Activities that go with the Ch 1 PPT • Ch 1 Quiz (1st attempt!) (Releases Ch 2 materials) • Look at answers to quiz questions to understand what you got wrong
	Sat 8/25	<ul style="list-style-type: none"> • Finish Ch 1 Quiz (2nd and 3rd attempts earn bonus points!) • Write your Week 1 Discussion replies • Work on Experiential Learning Project 1 • Week 1 finishes at 11:59 pm CT
Week 2: Chapter 2: The Role of Biology in Psychology and Chapter 3: Consciousness and Experiential Learning Project #1	Sun 8/26	<ul style="list-style-type: none"> • Read Ch 2.1 & Ch 2.2 and write answers to Reading Activities in the textbook • Start doing Ch 2 InQuizitive (MUST use InQ link in Ch 2 folder) • Download/view Ch 2 PPT and answer questions in the Ch 2 “Class” Activities
	Mon 8/27	<ul style="list-style-type: none"> • Read Ch 2.3 & Ch 2.4 and write answers to Reading Activities in the textbook • Finish Ch 2 InQuizitive (1500 points) (MUST use InQ link in Ch 2 folder) (Releases Ch 2 Quiz) • Finish the Ch 2 “Class” Activities that go with the Ch 2 PPT • Ch 2 Quiz (1st attempt!) (Releases Ch 3 materials) • Look at answers to quiz questions to understand what you got wrong
	Tues 8/28	<ul style="list-style-type: none"> • Ch 2 Quiz (2nd and 3rd attempts earn bonus points!) • Work on Experiential Learning Project 1 • Do Week 2 Skills Development homework and upload to Dropbox
	Wed 8/29	<ul style="list-style-type: none"> • Read Ch 3.1 & Ch 3.2 and write answers to Reading Activities in the textbook • Start doing Ch 3 InQuizitive (MUST use InQ link in Ch 3 folder) • Download/view Ch 3 PPT and answer questions in the Ch 3 “Class” Activities • Write your Week 2 initial Discussion post
	Thurs 8/30	<ul style="list-style-type: none"> • Read Ch 3.3 & Ch 3.4 and write answers to Reading Activities in the textbook • Finish Ch 3 InQuizitive (1500 points) (MUST use InQ link in Ch 3 folder) (Releases Ch 3 Quiz) • Finish the Ch 3 “Class” Activities that go with the Ch 3 PPT • Ch 3 Quiz (1st attempt!) (Releases Ch 4 materials) • Look at answers to quiz questions to understand what you got wrong
	Fri 8/31	<ul style="list-style-type: none"> • Finish Ch 3 Quiz (2nd and 3rd attempts earn bonus points!) • Write your Week 2 Discussion replies
	Sat 9/1	<ul style="list-style-type: none"> • Turn in Experiential Learning Project 1 to Dropbox • REMEMBER TO DO ADVISING MEETING 1 BEFORE THE END OF WEEK 4! • Week 2 finishes at 11:59 pm CT

PART 1 continued		
Weekly Topics	Date	Activities Due on a Certain Day
Week 3: Chapter 4: Development Across the Lifespan and Chapter 11: Health, Stress, and Coping and Test #1	Sun 9/2	<ul style="list-style-type: none"> Read Ch 4.1 & Ch 4.2 and write answers to Reading Activities in the textbook Start doing Ch 4 InQuizitive (MUST use InQ link in Ch 4 folder) Download/view Ch 4 PPT and answer questions in the Ch 4 “Class” Activities
	Mon 9/3	<ul style="list-style-type: none"> Read Ch 4.3 & Ch 4.4 and write answers to Reading Activities in the textbook Finish Ch 4 InQuizitive (1500 points) (MUST use InQ link in Ch 4 folder) (Releases Ch 4 Quiz) Finish the Ch 4 “Class” Activities that go with the Ch 4 PPT Ch 4 Quiz (1st attempt!) (Releases Ch 11 materials) Look at answers to quiz questions to understand what you got wrong
	Tues 9/4	<ul style="list-style-type: none"> Finish Ch 4 Quiz (2nd and 3rd attempts earn bonus points!) Write answers to Test 1 Short Answer questions – Chs 1, 2, & 3 Do Week 3 Skills Development homework and upload to Dropbox
	Wed 9/5	<ul style="list-style-type: none"> Read Ch 11.1 & Ch 11.2 and write answers to Reading Activities in the textbook Start doing Ch 11 InQuizitive (MUST use InQ link in Ch 11 folder) Download/view Ch 11 PPT and answer questions in the Ch 11 “Class” Activities Write your Week 3 initial Discussion post
	Thurs 9/6	<ul style="list-style-type: none"> Read Ch 11.3 & Ch 11.4 and write answers to Reading Activities in the textbook Finish Ch 11 InQuizitive (1500 points) (MUST use InQ link in Ch 11 folder) (Releases Ch 11 Quiz) Finish the Ch 11 “Class” Activities that go with the Ch 11 PPT Ch 11 Quiz (1st attempt!) (Releases Ch 5 materials) Look at answers to quiz questions to understand what you got wrong
	Fri 9/7	<ul style="list-style-type: none"> Finish Ch 11 Quiz (2nd and 3rd attempts earn bonus points!) Write your Week 3 Discussion replies Take Practice Test 1_MCQs Look at answers to Practice Test 1_MCQs questions to understand what you got wrong Write answers to Test 1 Short Answer questions – Chs 4 & 11
	Sat 9/8	<ul style="list-style-type: none"> Take Test 1_MCQ Test Upload Test 1 Short Answer questions to Dropbox REMEMBER TO DO ADVISING MEETING 1 BEFORE THE END OF WEEK 4! Week 3 finishes at 11:59 pm CT
PART 2: How do we take in information to learn and remember it, and think about it to be motivated to act and feel? Chapters 5, 6, 7, 8, and 9		
Weekly Topics	Date	Activities Due on a Certain Day
Week 4: Chapter 5: Sensation and Perception and Chapter 6: Learning	Sun 9/9	<ul style="list-style-type: none"> Read Ch 5.1 & Ch 5.2 and write answers to Reading Activities in the textbook Start doing Ch 5 InQuizitive (MUST use InQ link in Ch 5 folder) Download/view Ch 5 PPT and answer questions in the Ch 5 “Class” Activities
	Mon 9/10	<ul style="list-style-type: none"> Read Ch 5.3, Ch 5.4, & Ch 5.5 and write answers to Reading Activities in the textbook Finish Ch 5 InQuizitive (1500 points) (MUST use InQ link in Ch 5 folder) (Releases Ch 5 Quiz) Finish the Ch 5 “Class” Activities that go with the Ch 5 PPT Ch 5 Quiz (1st attempt!) (Releases Ch 6 materials) Look at answers to quiz questions to understand what you got wrong
	Tues 9/11	<ul style="list-style-type: none"> Ch 5 Quiz (2nd and 3rd attempts earn bonus points!) Do Week 4 Skills Development homework and upload to Dropbox
	Wed 9/12	<ul style="list-style-type: none"> Read Ch 6.1 & Ch 6.2 and write answers to Reading Activities in the textbook Start doing Ch 6 InQuizitive (MUST use InQ link in Ch 6 folder) Download/view Ch 6 PPT and answer questions in the Ch 6 “Class” Activities Write your Week 4 initial Discussion post
	Thurs 9/13	<ul style="list-style-type: none"> Read Ch 6.3 & Ch 6.4 and write answers to Reading Activities in the textbook Finish Ch 6 InQuizitive (1500 points) (MUST use InQ link in Ch 6 folder) (Releases Ch 6 Quiz) Finish the Ch 6 “Class” Activities that go with the Ch 6 PPT Ch 6 Quiz (1st attempt!) (Releases Ch 7 materials) Look at answers to quiz questions to understand what you got wrong
	Fri 9/14	<ul style="list-style-type: none"> Finish Ch 6 Quiz (2nd and 3rd attempts earn bonus points!) Write your Week 4 Discussion replies
	Sat 9/15	<ul style="list-style-type: none"> REMEMBER TO DO ADVISING MEETING 2 BEFORE THE END OF WEEK 8! Week 4 finishes at 11:59 pm CT

PART 2 continued		
Weekly Topics	Date	Activities Due on a Certain Day
Week 5: Chapter 7: Memory and Chapter 8: Thinking and Intelligence and Experiential Learning Project #2	Sun 9/16	<ul style="list-style-type: none"> Read Ch 7.1 & Ch 7.2 and write answers to Reading Activities in the textbook Start doing Ch 7 InQuizitive (MUST use InQ link in Ch 7 folder) Download/view Ch 7 PPT and answer questions in the Ch 7 “Class” Activities
	Mon 9/17	<ul style="list-style-type: none"> Read Ch 7.3 & Ch 7.4 and write answers to Reading Activities in the textbook Finish Ch 7 InQuizitive (1500 points) (MUST use InQ link in Ch 7 folder) (Releases Ch 7 Quiz) Finish the Ch 7 “Class” Activities that go with the Ch 7 PPT Ch 7 Quiz (1st attempt!) (Releases Ch 8 materials) Look at answers to quiz questions to understand what you got wrong
	Tues 9/18	<ul style="list-style-type: none"> Ch 7 Quiz (2nd and 3rd attempts earn bonus points!) Work on Experiential Learning Project 2 Do Week 5 Skills Development homework and upload to Dropbox
	Wed 9/19	<ul style="list-style-type: none"> Read Ch 8.1 & Ch 8.2 and write answers to Reading Activities in the textbook Start doing Ch 8 InQuizitive (MUST use InQ link in Ch 8 folder) Download/view Ch 8 PPT and answer questions in the Ch 8 “Class” Activities Write your Week 5 initial Discussion post
	Thurs 9/20	<ul style="list-style-type: none"> Read Ch 8.3 & Ch 8.4 and write answers to Reading Activities in the textbook Finish Ch 8 InQuizitive (1500 points) (MUST use InQ link in Ch 8 folder) (Releases Ch 8 Quiz) Finish the Ch 8 “Class” Activities that go with the Ch 8 PPT Ch 8 Quiz (1st attempt!) (Releases Ch 9 materials) Look at answers to quiz questions to understand what you got wrong
	Fri 9/21	<ul style="list-style-type: none"> Finish Ch 8 Quiz (2nd and 3rd attempts earn bonus points!) Write your Week 5 Discussion replies
	Sat 9/22	<ul style="list-style-type: none"> Turn in Experiential Learning Project 2 to Dropbox REMEMBER TO DO ADVISING MEETING 2 BEFORE THE END OF WEEK 8! Week 5 finishes at 11:59 pm CT
Week 6: Chapter 9: Motivation and Emotion and Test #2 and Chapter 10: Sex, Gender, and Sexuality	Sun 9/23	<ul style="list-style-type: none"> Read Ch 9.1 & Ch 9.2 and write answers to Reading Activities in the textbook Start doing Ch 9 InQuizitive (MUST use InQ link in Ch 9 folder) Download/view Ch 9 PPT and answer questions in the Ch 9 “Class” Activities
	Mon 9/24	<ul style="list-style-type: none"> Read Ch 9.3 & Ch 9.4 and write answers to Reading Activities in the textbook Finish Ch 9 InQuizitive (1500 points) (MUST use InQ link in Ch 9 folder) (Releases Ch 9 Quiz) Finish the Ch 9 “Class” Activities that go with the Ch 9 PPT Ch 9 Quiz (1st attempt!) (Releases Test 2 materials) Look at answers to quiz questions to understand what you got wrong Write answers to Test 2 Short Answer questions – Chs 5, 6, & 7
	Tues 9/25	<ul style="list-style-type: none"> Finish Ch 9 Quiz (2nd and 3rd attempts earn bonus points!) Do Week 6 Skills Development homework and upload to Dropbox Write answers to Test 2 Short Answer questions – Chs 8 & 9 Take Practice Test 2 MCQs Look at answers to Practice Test 2 MCQs questions to understand what you got wrong
	Wed 9/26	<ul style="list-style-type: none"> Take Test 2_MCQ Test (Releases Ch 10 Materials) Upload Test 2 Short Answer questions to Dropbox Read Ch 10.1 & Ch 10.2 and write answers to Reading Activities in the textbook Start doing Ch 10 InQuizitive (MUST use InQ link in Ch 10 folder) Download/view Ch 10 PPT and answer questions in the Ch 10 “Class” Activities Write your Week 6 initial Discussion post
	Thurs 9/27	<ul style="list-style-type: none"> Read Ch 10.3 & Ch 10.4 and write answers to Reading Activities in the textbook Finish Ch 10 InQuizitive (1500 points) (MUST use InQ link in Ch 10 folder) (Releases Ch 10 Quiz) Finish the Ch 10 “Class” Activities that go with the Ch 10 PPT Ch 10 Quiz (1st attempt!) (Releases Ch 12 materials) Look at answers to quiz questions to understand what you got wrong
	Fri 9/28	<ul style="list-style-type: none"> Finish Ch 10 Quiz (2nd and 3rd attempts earn bonus points!) Write your Week 6 Discussion replies
	Sat 9/29	<ul style="list-style-type: none"> REMEMBER TO DO ADVISING MEETING 2 BEFORE THE END OF WEEK 8! Week 6 finishes at 11:59 pm CT

**PART 3: How are we influenced by sex, gender, social phenomena, personality, and mental illness?
Chapters 10, 12, 13, 14, & 15**

Weekly Topics	Date	Activities Due on a Certain Day
Week 7: Chapter 12: Social Psychology and Chapter 13: Personality Psychology and Experiential Learning Project #3	Sun 9/30	<ul style="list-style-type: none"> • Read Ch 12.1 & Ch 12.2 and write answers to Reading Activities in the textbook • Start doing Ch 12 InQuizitive (MUST use InQ link in Ch 12 folder) • Download/view Ch 12 PPT and answer questions in the Ch 12 “Class” Activities
	Mon 10/1	<ul style="list-style-type: none"> • Read Ch 12.3 & Ch 12.5 and write answers to Reading Activities in the textbook • Finish Ch 12 InQuizitive (1500 points) (MUST use InQ link in Ch 12 folder) (Releases Ch 12 Quiz) • Finish the Ch 12 “Class” Activities that go with the Ch 12 PPT • Ch 12 Quiz (1st attempt!) (Releases Ch 13 materials) • Look at answers to quiz questions to understand what you got wrong
	Tues 10/2	<ul style="list-style-type: none"> • Ch 12 Quiz (2nd and 3rd attempts earn bonus points!) • Work on Experiential Learning Project 3 • Do Week 7 Skills Development homework and upload to Dropbox
	Wed 10/3	<ul style="list-style-type: none"> • Read Ch 13.1 & Ch 13.2 and write answers to Reading Activities in the textbook • Start doing Ch 13 InQuizitive (MUST use InQ link in Ch 13 folder) • Download/view Ch 13 PPT and answer questions in the Ch 13 “Class” Activities • Write your Week 7 initial Discussion post
	Thurs 10/4	<ul style="list-style-type: none"> • Read Ch 13.3 & Ch 13.4 and write answers to Reading Activities in the textbook • Finish Ch 13 InQuizitive (1500 points) (MUST use InQ link in Ch 13 folder) (Releases Ch 13 Quiz) • Finish the Ch 13 “Class” Activities that go with the Ch 13 PPT • Ch 13 Quiz (1st attempt!) (Releases Ch 14 materials) • Look at answers to quiz questions to understand what you got wrong
	Fri 10/5	<ul style="list-style-type: none"> • Finish Ch 13 Quiz (2nd and 3rd attempts earn bonus points!) • Write your Week 7 Discussion replies
	Sat 10/6	<ul style="list-style-type: none"> • Turn in Experiential Learning Project 3 to Dropbox • REMEMBER TO DO ADVISING MEETING 2 BEFORE THE END OF WEEK 8! • Week 7 finishes at 11:59 pm CT
Week 8: Chapter 14: Psychological Disorders and Chapter 15: Treatment and Test #3	Sun 10/7	<ul style="list-style-type: none"> • Read Ch 14.1 & Ch 14.2 and write answers to Reading Activities in the textbook • Start doing Ch 14 InQuizitive (MUST use InQ link in Ch 14 folder) • Download/view Ch 14 PPT and answer questions in the Ch 14 “Class” Activities
	Mon 10/8	<ul style="list-style-type: none"> • Read Ch 14.3 & Ch 14.4 and write answers to Reading Activities in the textbook • Finish Ch 14 InQuizitive (1500 points) (MUST use InQ link in Ch 14 folder) (Releases Ch 14 Quiz) • Finish the Ch 14 “Class” Activities that go with the Ch 14 PPT • Ch 14 Quiz (1st attempt!) (Releases Ch 15 materials) • Look at answers to quiz questions to understand what you got wrong
	Tues 10/9	<ul style="list-style-type: none"> • Finish Ch 14 Quiz (2nd and 3rd attempts earn bonus points!) • Write answers to Test 2 Short Answer questions – Chs 10, 12, & 13 • Do Week 8 Skills Development homework and upload to Dropbox
	Wed 10/10	<ul style="list-style-type: none"> • Read Ch 15.1 & Ch 15.2 and write answers to Reading Activities in the textbook • Start doing Ch 15 InQuizitive (MUST use InQ link in Ch 15 folder) • Download/view Ch 15 PPT and answer questions in the Ch 15 “Class” Activities • Write your Week 8 initial Discussion post
	Thurs 10/11	<ul style="list-style-type: none"> • Read Ch 15.3, Ch 15.4, & Ch 15.5 and write answers to Reading Activities in the textbook • Finish Ch 15 InQuizitive (1500 points) (MUST use InQ link in Ch 15 folder) (Releases Ch 15 Quiz) • Finish the Ch 15 “Class” Activities that go with the Ch 15 PPT • Ch 15 Quiz (1st attempt!) (Releases Test 3 materials) • Look at answers to quiz questions to understand what you got wrong
	Fri 10/12	<ul style="list-style-type: none"> • Finish Ch 15 Quiz (2nd and 3rd attempts earn bonus points!) • Write your Week 8 Discussion replies • Take Practice Test 3_MCQs • Look at answers to Practice Test 3_MCQs questions to understand what you got wrong • Write answers to Test 1 Short Answer questions – Chs 14 & 15
	Sat 10/13	<ul style="list-style-type: none"> • Take Test 3_MCQ Test • Upload Test 3 Short Answer questions to Dropbox • REMEMBER TO DO ADVISING MEETING 2 BEFORE THE END OF THIS WEEK! • Week 8 finishes at 11:59 pm CT
FINAL EXAM (ONLINE)	Sun 10/14	<ul style="list-style-type: none"> • Do Practice Final Exam MCQ Test on Cobra • Look at answers to Practice Final Exam questions to understand what you got wrong • Write & Upload Final Exam Short Answer questions to Dropbox • Do Final Exam MCQ Test before 11:59 pm CT.